

AN APPRAISAL OF THE SOUTHEAST WARREN COMMUNITY HIGH
SCHOOL CURRICULUM RELATING TO VOCATIONAL GUIDANCE,
CITIZENSHIP TRAINING AND PERSONAL SOCIAL
DEVELOPMENT FROM 1961 THROUGH
1964 AND 1966 THROUGH 1969

A Field Report
Presented to
The School of Graduate Studies
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Dale Weeks
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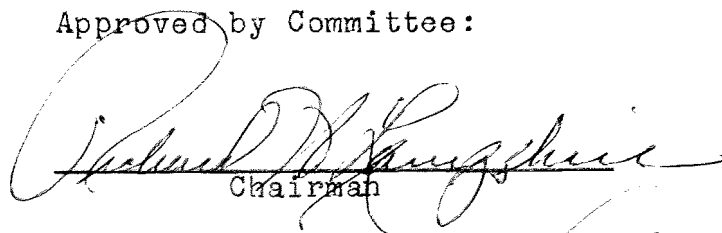
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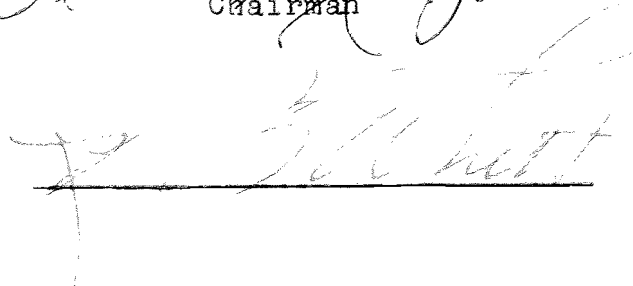
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Approved by Committee:


Chairman



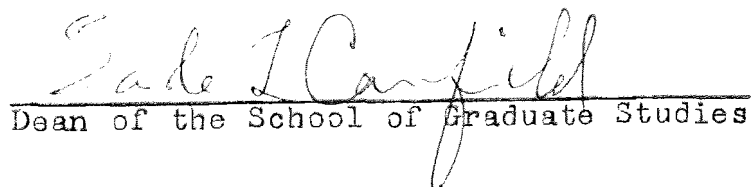

Dean of the School of Graduate Studies

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CHAPTER I

INTRODUCTION

Due to the increasing demands placed upon public education, the schools must keep up with the growing need for a better education. To determine if the schools are meeting the needs of the students, the curriculum should continually be examined. One method of testing is the use of the follow-up study. An important function of the curriculum is to prepare the student in citizenship and social development. A purpose of this study was to examine the curriculum to see how well the student has been prepared in citizenship and personal social development.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to appraise the curriculum in the selected areas to determine if the recommendations made by the 1964 study have improved the curriculum. This research, as in the 1964 study, was not a complete evaluation of the curriculum, but an appraisal of the Southeast Warren High School curriculum in the areas of vocational guidance, citizenship training, and personal social development based on a follow-up study of the 1966 through 1969 graduates.

The importance of the study. The tremendous demands of present-day society require that school districts conduct continuing evaluations of their educational programs. In order to find out whether the school is meeting the needs of the student, a follow-up study is being done to evaluate the curriculum of Southeast Warren High School in areas of (1) vocational guidance, (2) citizenship training, and (3) personal social development.

In 1964 a study was done by Elbert Sobotka. The purpose of the original study was to develop a set of criteria for appraising the school in areas of (1) vocational guidance, (2) citizenship training, and (3) personal social development. In Mr. Sobotka's appraisal he recommended the following:

Vocational guidance. The following recommendations for vocational guidance, based on the data presented, seem to warrant consideration:

1. Employ a full-time guidance counselor who can devote more of his time to vocational guidance and individual counseling.
2. Establish a placement committee within the faculty to work with the guidance counselor in placing students in jobs.
3. Furnish the guidance office with a daily newspaper that includes a help-wanted section.

4. Establish a vocational guidance library that includes information on types of jobs available, amount of training needed, and current salaries.
5. Improve testing program by giving the guidance counselor more time for individual counseling to make better use of test results.

Citizenship training. The following recommendations for citizenship training, based on the data presented, seem to warrant consideration:

1. Establish a remedial reading program at the high school with a competent instructor in charge.
2. Make speech a regular course in the curriculum as an elective and/or put more speech work in the English classes.
3. Establish a ninth grade social studies course in citizenship as an elective.
4. Establish a business education course in general business as an elective to improve students' knowledge on finances.

Personal social development. The following recommendations for personal social development, based on data presented, seem to warrant consideration:

1. Establish an intramural athletic program in both major and minor sports.

2. Allow the guidance counselor more time for individual counseling to help students with personal fears and personal problems.
3. Co-ordinate the efforts of sociology, home economics, health, and physical education in preparing students for marriage and homemaking.
4. Encourage more students to participate in music, art, and dramatics.

A number of recommendations have been put to use:

(1) a full-time guidance counselor has been added; (2) speech has been offered as an elective; (3) business mathematics has been added; (4) a vocational guidance library has been added; and (5) a remedial reading program was added but was dropped in 1967. The items listed above are the concrete items that have been changed. The results of the questionnaire can be valuable in evaluating the remainder of the recommendations. The results of the questionnaire can help decide if the fulfillment of the recommendations has improved the curriculum.

Limitations of the study. This study was limited to 205 graduates of Southeast Warren Community High School. Some of the graduates could not be studied because current addresses could not be found for them. Students who dropped out of school prior to graduation were not studied.

Another limitation of this study was that a full-time guidance counselor program was only started in 1966. The

new program would not have had time to fully develop in one year. The class of 1965 was omitted because the full-time guidance program was not started until 1966.

As with any questionnaire one must rely on the opinion of the graduates. No attempt was made to see how the graduates actually applied themselves while in high school, nor to see whether the help was available if the graduates would have sought it.

II. DEFINITIONS OF TERMS USED

Citizenship training. Citizenship education is that process of orienting people, especially school students, into a democratic civic culture so that the young people of today will be equipped and prepared to sustain and strengthen that democratic civic culture in the future.¹

Personal social development. Personal social development, according to Landis, refers to the development of the needs that are peculiar to people as members of groups. Landis has referred to these social needs as security, response, recognition, and new experience.²

¹John S. Gibson, "A Revolution in Civic Education," National Association of Secondary School Principals Bulletin 53 (Washington: The Association, May, 1969), 49-64.

²Paul E. Landis, Social Living (Chicago: Ginn and Company, 1961), p. 436.

Vocational guidance. Vocational guidance is the process of helping students plan appropriate and satisfying courses. Vocational guidance is necessary in helping students make decisions and aiding in the preparation for the desired occupation. The functions of vocational guidance may be described as follows: (1) Inventory Service, (2) The Information Service, (3) The Counseling Service, (4) The Placement Service, and (5) The Follow-up Service.¹

1964 Study. The field report done by Elbert Sobotka in 1964. The field report was a follow-up study of the graduates from 1961 to 1964 in the area of vocational guidance, citizenship training, and personal social development.

Per cent. All percentages presented in this study were computed to the nearest whole per cent.

Full-time guidance counselor. A guidance counselor whose entire day is used completely for guidance and counseling.

Southeast Warren Community High School. The Southeast Warren Community High School District is a rural area of one hundred fifty-three square miles. Three communities are located within the boundaries of the school district: Lacona--

¹Norris Willa, Franklin R. Queran and Raymond Hatch, The Information Service in Guidance (Chicago: Rand McNally and Company, 1966), p. 17.

population, 396; Liberty Center--population, 103; Milo--population, 601. The remainder of the population 2,633, are rural people. The population given for the rural people was 1,533. This number was in error. The population has remained constant over the last five years and the present estimated population of the district is 3,600. Grades nine through twelve have an enrollment of 230 students this year. The pupil-teacher ratio at the high school is fourteen to one. The curriculum offerings are based, as in 1964, on four areas: general education, college preparation, agriculture, and commercial. The faculty at the high school now consists of sixteen teachers, one principal, and one superintendent.

III. PROCEDURE

In selecting the topic, a study of the field report by Elbert Sobotka was conducted. After the topic was chosen, literature was reviewed in vocational guidance, citizenship training, and personal social development to supplement that completed by Mr. Sobotka.

The questionnaire, developed by Elbert Sobotka was validated by four teachers in the Southeast Warren High School. The questionnaire was sent to graduates of Southeast Warren High School from 1966 through 1969.

After receiving the completed questionnaires, the data were classified according to the year the student graduated.

The answers to the questions on the questionnaire were then compiled according to sex for each year. When the data were compiled for the 1966 through 1969 period, they were then compared to the data in the 1964 study.

Chapter II will present a review of literature revealing the research completed in vocational guidance, citizenship training, and personal social development.

CHAPTER II

REVIEW OF LITERATURE

The State Laws of Iowa used in the 1964 study were taken from the 1960 Code of the State Laws of Iowa. During the past eight years there have been a number of changes in the minimum educational standards. To bring this up to date, the 1966 edition of the State Laws of Iowa was used. Also a supplement printed in 1970 was used to update those of 1966.

In addition to the responsibilities of the State Board of Public Instruction and the State Superintendent of Public Instruction under other provisions of the Code, the State Board of Public Instruction shall establish standards, regulations, and rules for the approval of all public, parochial, and private nursery, kindergarten, elementary, junior high, and high schools and all area vocational schools, area community colleges, and public community or junior colleges in Iowa.

The minimum program a high school in Iowa; grades nine through twelve, shall teach annually is:¹

1. Four units of science including physics and chemistry; however, the units of physics and chemistry may be taught in alternate years.
2. Four units of the social sciences including American history, American government, and economics.
3. Four units of English including language arts.
4. Four units of a sequential program in mathematics.

¹State Laws of Iowa (Des Moines: State of Iowa, 1966), p. 77.

5. One unit of general mathematics.
6. Two units of one foreign language.
7. One unit of physical education with one-eighth unit each semester required of each pupil.
8. Five units of practical arts. Subjects in this area may include business education (including commercial typewriting), industrial arts, homemaking, agriculture, distributive education, and health occupations.
9. Courses in fine arts shall be taught which may include (a) art, (b) music, (c) dramatics.

To facilitate the implementation and economical operation of the aforementioned program each junior and senior high school shall have:¹

1. A qualified librarian and adequate library facilities.
2. Each high school shall employ or share with one or more other high schools the employment of at least one professionally trained guidance counselor. At least one such counselor shall be employed full time for every three hundred high school students or major fraction thereof in such high school or high schools.
3. Provision for special education services which may be shared by public schools.
4. Adequate instructional materials including audio-visual.

During the 1970 session of the Legislature, the laws were changed to some degree. A few sections of 257.25 depicting the educational standards were changed.² The changes were as follows: (1) A superintendent can not serve as superintendent and principal; (2) The laws concerning principals, librarians, and

¹Ibid.

²State Laws of Iowa, Bulletin No. 4700-121 ASI, Section 257.25 (Des Moines: Department of Public Instruction, March 20, 1970).

guidance counselors were loosened to some degree and the schools were allowed more time to fill these positions; (3) The elementary school is required to have some type of guidance services; and (4) The foreign languages could be offered in alternate years as long as the sequence was kept.

The greatest rewards in the next decade will go to trained men and women who have obtained at least a college education and preferably some graduate training. According to the United States Department of Labor the best opportunities for employment in the future are to be found in the technical and professional fields. Although semi-skilled and unskilled workers will continue to be needed, the number of job opportunities for these people will shrink.¹

The first and most important purpose of an evaluation of the guidance program is to provide a sound basis for improving the program. Evaluation is an on-going activity, for only through a systematic and continuous program of evaluation can the guidance services in the school improve and grow.²

The 1964 study expanded upon Gertrude Forrester's philosophy of vocational guidance. Forrester's main

¹Adrian A. Paradis, You and the Next Decade (New York: David McKay Company, Inc., 1965), pp. 2-3.

²Henry B. McDaniel, John E. Dallas, James A. Saum, and James L. Gilmore, Readings in Guidance (New York: Holt, Rhinehart, and Winston, Inc., 1965), p. 381.

objectives were: (1) informing pupils about the occupational world; (2) acquainting pupils with sources of information regarding occupational opportunities, requirements, and trends; (3) informing pupils about conditions of work; (4) informing pupils about courses, colleges, and schools for further training; and, (5) giving pupils mastery of techniques to be used in investigating occupations.¹ The literature concerning vocational guidance used in this study was based primarily on the philosophy of Raymond Hatch and Buford Stefflre.²

Hatch and Stefflre used the following organization for the guidance program: (1) inventory, (2) the information service, (3) the counseling service, (4) the placement service, and (5) the follow-up service.³ A detailed explanation of this organization for a guidance program is given in the next section by various authors.

Inventory service. The inventory service is the primary appraisal program of the school. It emphasizes the collection of information that will identify each individual pupil as a unique individual. The inventory service for any

¹Gertrude Forrester, Methods of Vocational Guidance (Boston: D. C. Heath and Company, 1951), pp. 35-36.

²Raymond N. Hatch and Buford Stefflre, Administration of Guidance Services (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958), p. 302.

³Ibid.

guidance program will be as valuable as its information is valid, comprehensive, and unique for each individual pupil.¹

Information service. The typical school program usually provides for the giving of information about the environment. Information services provide valid information about the educational, occupational, and social aspects of the present and probable future environment of students. Willa Norris stated undoubtedly, the largest amount of useful material specifically prepared to assist youth and adults and to obtain valid information about present and probable future opportunities, is in the field of occupational information. This is the oldest phase of this service.²

Counseling service. The counseling service is often referred to in professional literature as the heart of the guidance program. An opportunity is provided for each student to discuss his problems of adjustment with a trained worker. Tolbert defined counseling as:

Counseling is a personal, face-to-face relationship between two people, in which the counselor, by means of the relationship and his special competencies, provides a learning situation in which the counselee,

¹Ibid.

²Willa Norris, Franklin R. Qaran, and Raymond N. Hatch, The Information Service in Guidance (Chicago: Rand McNally and Company, 1960), Chapter II.

a normal sort of person, is helped to know himself and his present and possible future situations so that he can make use of his characteristics and potentialities in a way that is both satisfying to himself and beneficial to society, and further, can learn how to solve future problems and meet future needs.¹

Placement service. The placement service assists students in such post-school activities as selection of an appropriate occupation, educational institution, and part-time employment. Personnel and industrial-relations directors of local businesses, industries, and governmental agencies may supply placement or employment information pertinent to their function.²

Follow-up and research. Guidance programs are in constant need of evaluation in order to meet the needs of a changing educational program. Research is necessary in order to acquaint teachers and administrators with the strengths and weaknesses. This may be accomplished through surveys or follow-up studies.³

¹E. I. Tolbert, Introduction to Counseling (New York: McGraw-Hill Book Company, Inc., 1959), p. 3.

²Frank E. Miller, Guidance Principles and Services (Columbus, Ohio: Charles E. Merrill Books, Inc., 1961), pp. 58-59.

³Ibid.

Conclusion. In the development and improvement of the guidance services in any school there must be an organized, continuing, professionally competent effort to gather the facts needed to make decisions.¹

The major difference between the philosophy of Gertrude Forrester and that of Hatch and Stefflre was that more emphasis was placed upon counseling and acquiring follow-up information for the student rather than strictly upon a guidance program.

Citizenship. Citizenship education is that process of orienting people, especially school students, into a democratic civic culture so that the young people of today will be equipped and prepared to sustain and strengthen that democratic civil culture in the future.²

An important problem in civic training is to link out-of-school-learning to that in the school. The whole school plant must be linked together: teachers, counselors, administration, and all lay employees of the school.³

¹George E. Hill, Management and Improvement of Guidance (New York: Appleton-Century-Crofts, 1965), p. 71.

²John S. Gibson, "A Revolution in Civic Education" National Association of Secondary School Principals Bulletin 53 (Washington: The Association, May, 1969), pp. 49-64.

³Ibid.

The curriculum may be pointed too much toward getting people into colleges. This may make the curriculum irrelevant to the non-college and college students as well. In an effort to make the curriculum more relevant to the student, the administration might: (1) receive students' ideas in regard to curriculum design; (2) allow the student to take an active part in the school; and (3) base extra-curricular activities partially on what the student wants.¹

Since an increasing proportion of the national, local, and individual choices must be based on economic concepts and economic reasoning, more effective economic education in the secondary schools is going to be required. An economically illiterate electorate cannot be expected to vote wisely on economic issues.²

Economic Education in the Schools, published by the Committee for Economic Development (CED), sums it up this way:

Economic understanding is essential if we are to meet our responsibilities as citizens and as participants in a basically private enterprise economy. Many of the most important issues in governmental policy are economic in nature, and we face economic problems at every turn of our day-to-day lives. . . . In the final analysis, the effectiveness of government depends on the capacity and understanding of the people. For it is the people who

¹Ibid.

²Marvin Bower, "Economic Understanding for Effective Citizenship" National Association of Secondary School Principals Bulletin 53 (Washington: The Association, May, 1969), 65.

through their votes and other influences determine within broad limits the scope and nature of governmental policies. If they are to exercise their great political power responsibly and must learn to think about economic issues objectively and rationally.¹

To date, it must be said that secondary education rates poor grades for its performance in training children in economic concepts and economic reasoning: forty-eight states do not require economics before graduation; thirty-six states require no training in economics for teachers of social studies; and, twenty-two states require no training for teaching economics. "Offer economics with a trained teacher teaching it."²

Every environment, especially for the child, adolescent, and youth, presents a great deal that is novel, and every individual obtains some thrill from experimenting with the new, even though he sometimes fears elements of it.³

In the desire for security Thomas recognized the longing of one individual for roots in a familiar world of attachments to persons, places, and things that he can depend upon. This need is now recognized by child psychologists and students of personality as fundamental. Only as a person has

¹Economic Education in the Schools, The National Task Force of Economic Education, as found in Bower, Ibid., p. 71.

²Bower, loc. cit.

³W. I. Thomas, The Unadjusted Girl (Boston: Little, Brown and Company, 1923), Chapter I.

this sense of belonging, does he feel secure within himself.¹

Another desire, for recognition, describes the whole field of personal endeavor that relates to status seeking and status maintenance in one's group. Every individual must stand for something to others and mean something to others in order to have self-respect and a consciousness that life has significance.²

Personality, from the point of view of sociology, is the totality of the individual in his physical, mental, and emotional organization as he is oriented for social participation. It is the product, first, of organic heritage, that is, native physical, mental, and emotional capacities, and second, of habits, attitudes, and behavior-organization and developed by the interplay of the individual with his environment that is, the natural, social, and cultural worlds in which it functions.³

Does an individual learn leadership, perseverance ethical character, and other social traits? This question is still seriously asked by some even though behavioral scientists have long indicated that social traits are learned, not

¹Ibid.

²Ibid.

³Joseph B. Oxendine, "Social Development the Forgotten Objective," Journal of Health, Physical Education, and Recreation, (May, 1966), 24-25.

inherited. If accepted that social traits are learned, this leads to other questions, such as when, where, and how does this take place? Of course, all of one's society teaches the individual.¹

No one aspect of society has a complete influence over the young person. A realistic point of view holds that all youth-serving organizations and individuals have some influence on, and therefore some responsibility for the social development of the child. The school and teachers, while obviously not having a total influence, have quite a large role to play in this part of the child's education. When compared with other phases of the school, physical education and athletics are in a unique position for affecting attitude and behavioral change. Another good climate for social change and development might be established in other school activities such as dramatics, student government, or a debating club.²

Chapter III will present the data received from the questionnaires sent to 156 graduates of Southeast Warren High School. A summary of the data is given to conclude Chapter III.

¹Ibid.

²Ibid.

CHAPTER III

PRESENTATION OF THE DATA

This chapter contains data received from questionnaires sent to 156 graduates of Southeast Warren High School. The data are divided into three sections: (1) vocational guidance; (2) citizenship training; and (3) personal social development.

There was a total of 205 graduates of Southeast Warren Community High School in the classes of 1966, 1967, 1968, and 1969. Of these, current addresses could be found for 199 subjects. The group was composed of ninety-one females and 108 males.

Responses from the classes were 63 per cent from the class of 1966, 72 per cent from the class of 1967, 90 per cent from the class of 1968, and 90 per cent from the class of 1969--giving an over-all return of 78 per cent. There was a return of 77 per cent from the males and 80 per cent from the females.

Responses of each question were compiled and analyzed by the same method used in the 1964 study. The responses were compiled and analyzed by sex for each class, by totals of both sexes for each class, and by a grand total of all responses for both sexes for all four classes. The responses for the 1966, 1967, 1968, and 1969 classes were compared with

those used in the 1964 study.

I. METHODOLOGY

The questionnaire was the one used in the 1964 study and was constructed so that questions one through eight were primarily concerned with vocational guidance, questions nine through eighteen with citizenship training, and questions nineteen through twenty-seven with personal social development. Questions twenty-eight and twenty-nine were general information questions and might pertain to all of the areas.

II. VOCATIONAL GUIDANCE

Table I shows that a large portion of the people took college preparation and general courses. Seventy-nine per cent of the subjects were enrolled in these curricula. There were 13 per cent more students in general curriculum than in college preparation. Twenty-two per cent of the females were enrolled in commercial courses as compared with no males enrolled in these courses. There were 4 per cent of the female respondents who chose the vocational curriculum, and 18 per cent of the male respondents chose the vocational curriculum. The major difference in the 1964 study and the 1970 study was the fact that more people were taking general courses and fewer people were taking commercial courses as indicated by 35 per cent in general and 28 per cent in commercial courses in

TABLE I

PROGRAM FOLLOWED BY 156 GRADUATES OF SOUTHEAST
WARREN COMMUNITY HIGH SCHOOL

Classification	College preparation		Commercial		General		Vocational	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	13	41	3	9	13	41	3	9
Male	7	41	0	0	7	41	3	18
Female	5	33	3	20	6	40	1	7
1967 Graduates	9	24	4	11	20	54	4	11
Male	6	27	0	0	13	59	3	14
Female	3	20	4	26	7	48	1	6
1968 Graduates	18	41	6	14	16	36	4	9
Male	11	48	0	0	9	39	3	13
Female	7	33	6	29	7	33	1	5
1969 Graduates	12	28	3	7	22	51	6	14
Male	4	19	0	0	12	57	5	24
Female	8	36	3	14	10	45	1	5
Total male	28	34	0	0	71	46	17	11
Total female	24	33	16	22	30	41	3	4
Grand total	52	33	16	10	71	46	17	11
Grand total of 1961-1964 study	38	30	35	28	44	35	9	7

1964. Fourteen per cent more females in the 1970 study than in the 1964 study enrolled in general courses, 21 per cent less were enrolled in commercial curriculum in 1970 than in 1964.

Table II shows that 40 per cent of the respondents felt they received all the help they needed in choosing appropriate subjects, courses, and activities in high school. Fourteen per cent thought they received little or none of the help they needed. Answers for each type of response were the same for both the sexes. Responses to "All Help Needed" increased from 1966 to 1969, but the responses to "Little or No Help" remained somewhat constant. There is still 60 per cent of the students who are not receiving all the help they need in selecting subjects, courses, and activities. The 1964 study showed that 64 per cent of the students were not receiving enough help in choosing subjects, courses, and activities. This indicates that the graduates need more help in choosing their courses than they are getting from the guidance counselor.

Responses to the amount of help the students received from staff in determining their vocational aptitudes and interests are shown in Table III. Forty-three per cent of the total respondents said they had all the help they needed. This is a 14 per cent increase over the responses in the 1964 study. There were 43 per cent of the respondents who had some help but not all of the help they needed. This was a 7 per cent increase in responses of those that had had some help but not all the help they needed. Eleven per cent felt little or none of the help needed was given. The female responses were a higher per cent than male responses for each year except

TABLE II

EXTENT OF HELP RECEIVED FROM STAFF IN CHOOSING
 APPROPRIATE SUBJECTS, COURSES, AND ACTIVITIES
 BY 156 GRADUATES OF SOUTHEAST WARREN
 COMMUNITY HIGH SCHOOL

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	10	31	16	50	6	19
Male	4	24	10	59	3	17
Female	6	40	6	40	3	20
1967 Graduates	16	43	16	43	5	14
Male	9	41	10	45	3	14
Female	7	47	6	40	2	13
1968 Graduates	15	34	24	55	5	11
Male	9	39	12	52	1	9
Female	6	29	12	57	4	14
1969 Graduates	21	49	15	35	7	16
Male	11	52	7	33	3	15
Female	10	45	8	36	4	19
Total Male	33	40	39	48	10	12
Total Female	29	40	42	58	13	18
Grand Total	62	40	71	46	23	14
Grand Total of 1961-1964 Study	45	36	62	49	19	15

TABLE III

ASSISTANCE RECEIVED FROM THE STAFF IN DETERMINING
VOCATIONAL APTITUDES AND INTERESTS BY
156 GRADUATES OF SOUTHEAST WARREN
COMMUNITY HIGH SCHOOL

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	11	34	16	50	5	16
Male	7	41	9	53	1	6
Female	4	27	7	47	4	26
1967 Graduates	19	51	15	41	3	8
Male	9	41	11	50	2	9
Female	10	67	4	27	1	6
1968 Graduates	18	41	19	42	7	16
Male	10	43	12	52	1	5
Female	8	38	7	33	6	30
1969 Graduates	19	44	21	49	3	7
Male	9	43	12	57	0	0
Female	10	45	9	41	3	14
Total Male	35	43	44	53	4	4
Total Female	32	44	27	57	14	19
Grand Total	67	43	71	46	18	11
Grand Total of 1961-1964 Study	36	29	67	53	23	18

for the 1967 graduates. In 1967 the responses were almost the same for both sexes. The responses to the amount of help the students received in determining their vocational aptitudes and interests indicate that some improvement had been made in this area. Even though there is an improvement, 57 per cent of the respondents are not receiving all the help they need in determining their vocational aptitudes and interests.

The amount of information the respondents received in high schools concerning vocational information, such as types of jobs, preparation needed, and salaries received, is presented in Table IV. As in the 1964 study nearly one-half of all the students received some vocational information but not all that they needed. Responses were not consistent to the response little or none of the help needed about vocational information. The responses ranged from 25 per cent to 53 per cent, which is an increase in response to none of the help needed. The 1964 study revealed that 23 per cent felt little or no help was given in finding job information as compared to 37 per cent in the 1970 study. Respondents have felt they are receiving less help now with a full-time guidance counselor than they did when no help was offered in the form of a guidance counselor. Responses to all the help needed were consistent with 17 per cent reporting they got all the help they needed.

TABLE IV

QUANTITY OF INFORMATION RECEIVED IN HIGH SCHOOL BY
156 GRADUATES OF SOUTHEAST WARREN COMMUNITY
HIGH SCHOOL ON OCCUPATIONAL
PREPARATION

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	5	16	10	31	17	53
Male	3	18	5	30	9	52
Female	2	13	5	33	8	54
1967 Graduates	7	19	21	57	9	24
Male	3	14	9	60	2	13
Female	4	27	9	60	2	13
1968 Graduates	6	14	21	48	17	38
Male	2	9	15	65	6	26
Female	4	19	6	29	11	52
1969 Graduates	9	21	20	46	14	33
Male	4	19	12	57	5	24
Female	5	23	8	36	9	41
Total Male	12	14	44	53	27	33
Total Female	15	21	28	38	30	41
Grand Total	27	17	72	46	57	37
Grand Total of 1961-1964 Study	35	28	62	49	29	23

Table V indicates the amount of information the respondents received on how to obtain and keep a job. The average of all responses showed that 33 per cent thought they got all or almost all the information that they needed and 41 per cent felt that they got little or none of the help they needed. The 1964 study revealed that 39 per cent thought they got all or almost all of the help they needed and 17 per cent thought they received little or none of the help they needed. The male and female responses of the 1970 study were similar to those of the 1964 study. As in Table IV respondents felt they were not receiving enough help, 41 per cent is a high per cent of responses for receiving little or none of the help needed. The highest per cent for receiving little or none of the help needed, was from the 1968 female graduates, 62 per cent felt they received little or none of the help needed in finding and keeping a job. The lowest per cent was the 1967 female graduates, only 27 per cent felt they received little or none of the help needed in finding and keeping a job. The male responses were relatively consistent through the table.

TABLE V

AMOUNT OF INSTRUCTION RECEIVED FROM STAFF BY 156
GRADUATES OF SOUTHEAST WARREN COMMUNITY HIGH
SCHOOL GRADUATES ON ACQUIRING AND
RETAINING JOBS

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	10	31	7	22	15	47
Male	4	24	4	24	9	52
Female	6	40	3	20	6	40
1967 Graduates	15	41	9	24	13	35
Male	6	27	6	27	10	46
Female	9	60	3	20	3	20
1968 Graduates	10	33	12	27	22	50
Male	5	22	9	39	9	39
Female	5	24	3	14	13	62
1969 Graduates	16	37	12	28	15	35
Male	6	29	9	42	6	29
Female	10	45	3	14	9	41
Total Male	21	25	28	34	24	41
Total Female	30	41	12	16	31	43
Grand Total	51	33	40	26	65	41
Grand Total of 1961-1964 Study	49	39	55	44	22	17

Response to the amount of help received in deciding whether or not to go on to college or trade school after graduation is given in Table VI. Nineteen per cent felt they received little or no help in deciding to go on to college or trade school, as compared to 14 per cent in the 1964 study. There was an increase in the number of responses to all the help needed in that the 1964 study had 35 per cent that felt they received all the help needed in deciding whether or not to go on to college or trade school after graduation, and the 1970 study revealed 46 per cent obtained all the help needed. An average of all responses showed that 81 per cent of the graduates received all or some of the help needed in deciding whether or not to go on to college or trade school. For each year the male and female responses were relatively close in regard to help received. The school can not make the decision of going to college for the student, but it should present information that can be of help to the student making his decision.

TABLE VI

DEGREE OF GUIDANCE RECEIVED BY 156 GRADUATES OF
SOUTHEAST WARREN COMMUNITY HIGH SCHOOL ON THE
DECISION TO ATTEND COLLEGE OR TRADE SCHOOL

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	12	38	11	34	9	28
Males	6	35	6	35	5	30
Females	6	40	5	33	4	27
1967 Graduates	26	70	7	19	4	11
Male	15	68	4	18	3	14
Female	11	73	3	20	1	7
1968 Graduates	16	36	22	50	6	14
Male	9	39	12	52	2	9
Female	7	34	10	48	4	18
1969 Graduates	18	42	15	34	10	24
Male	9	43	7	33	5	24
Female	9	41	8	36	5	23
Total Male	39	47	29	35	15	18
Total Female	33	45	26	36	14	19
Grand Total	72	46	55	35	29	19
Grand Total of 1961-1964 Study	44	35	64	51	18	14

Table VII reports the responses to the question "How much help did you get in finding a job or in finding out about job openings?". Sixty-one per cent of the graduates stated they received little or none of the help they needed and 27 per cent felt they received some of the help needed. Only 12 per cent felt they received all the help that they needed. Both male and female respondents replied in the same manner on the total male and female averages. Twenty-nine per cent of the male graduates of 1969 thought they received all the help they needed, while of the female graduates in 1969 only 9 per cent felt they received all the help they needed. It was indicated in the 1964 study that tours by seniors to large businesses in Des Moines were sponsored by the school for seniors.

TABLE VII

HELP RECEIVED IN JOB PLACEMENT FROM GUIDANCE COUNSELOR
BY 156 GRADUATES OF SOUTHEAST
WARREN COMMUNITY HIGH SCHOOL

Classification	No Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	6	19	4	12	22	69
Male	4	24	1	6	12	70
Female	2	13	3	20	10	67
1967 Graduates	11	30	10	27	16	43
Male	4	18	8	36	10	46
Female	7	47	2	13	6	40
1968 Graduates	4	9	15	34	25	57
Male	1	4	11	48	11	48
Female	3	14	4	19	14	67
1969 Graduates	8	19	13	31	22	50
Male	6	29	6	29	9	42
Female	2	9	7	32	13	60
Total Male	15	18	26	31	42	51
Total Female	14	19	16	22	43	59
Grand Total	29	12	42	27	85	61
Grand Total of 1961-1964 Study	34	27	56	44	36	29

Responses to the amount of help the graduates received from the high school in choosing a profession are displayed in Table VIII. Of all responses 25 per cent felt they obtained all or almost all the help they needed and 54 per cent indicated little or none of the help needed was received. The male and female responses were nearly the same for each response. Of the four years examined there was not a class that had higher than 30 per cent who believed they had received all help needed. There was not a definite trend over the four-year period. The number of people that indicated all the help needed was 7 per cent less in the 1970 study than in the 1964 study. The per cent of people in the present study that reported little or none of the help needed was almost double the same response in the 1964 study. Mr. Sobotka pointed out the fact that females enter temporary professions and the decision of determining their life profession is not as important as it is for the male. The same fact could be drawn from this data but the female responses were not as noticeably high in this study.

TABLE VIII

EXTENT OF GUIDANCE RECEIVED IN CHOOSING A PROFESSION
FROM GUIDANCE COUNSELOR BY 156 GRADUATES OF
SOUTHEAST WARREN COMMUNITY
HIGH SCHOOL

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	6	19	12	38	14	43
Male	2	12	6	35	9	53
Female	4	27	6	40	5	33
1967 Graduates	11	30	13	35	13	35
Male	5	23	6	27	11	50
Female	6	40	7	47	2	13
1968 Graduates	13	30	19	43	12	27
Male	7	30	11	48	5	22
Female	6	29	8	38	7	33
1969 Graduates	9	20	19	44	15	36
Male	5	24	11	52	5	24
Female	4	18	8	36	10	46
Total Male	19	23	34	41	30	36
Total Female	20	27	29	40	24	33
Grand Total	39	25	63	40	54	35
Grand Total of 1961-1964 Study	40	32	57	45	29	23

III. CITIZENSHIP TRAINING

The amount of help the graduates of the classes of 1966, 1967, 1968, and 1969 of Southeast Warren Community High School received in citizenship training was shown in the response to the questions nine through eighteen. The grand total of the responses to the same questions in the 1964 study are listed in the tables. The data for this study are presented by sex, year of graduation and total of all responses.

Replies to the question concerning the wise spending of money, and how to get the most for your money are given in Table IX. The grand total showed that 22 per cent felt they received all the help needed. The 1964 study displayed the fact that 23 per cent had all the help needed. Both studies had similar distributions on some help but not all help needed and little or none of the help needed. Of the years studied, the 1966 and 1968 graduates were the most dissatisfied with how they were taught to spend their money. There was not a noticeable difference between the male and female responses except for the 1969 graduates where 41 per cent of the females felt they had little or no help while only 10 per cent of the males of 1969 felt they had little or no help.

TABLE IX

AMOUNT OF HELP RECEIVED FROM STAFF IN LEARNING TO
BUY WISELY BY 156 GRADUATES OF SOUTHEAST
WARREN COMMUNITY HIGH SCHOOL

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	7	22	8	25	17	53
Male	2	11	6	35	9	54
Female	5	33	2	13	8	54
1967 Graduates	12	32	12	32	13	36
Male	7	32	6	27	7	41
Female	5	33	6	40	4	27
1968 Graduates	4	9	19	43	21	48
Male	2	9	10	43	11	48
Female	2	10	9	42	10	48
1969 Graduates	12	29	20	46	11	25
Male	8	38	11	52	2	10
Female	4	18	9	41	9	41
Total Male	19	23	33	40	31	37
Total Female	16	22	26	36	31	42
Grand Total	35	22	59	38	62	40
Grand Total 1961-1964 Study	29	23	53	42	44	35

Response to the amount of help subjects got in learning to manage their financial affairs is shown in Table X. Of all respondents only 17 per cent believed they had all the help they needed, a decrease from the 1964 study where 33 per cent of those respondents felt they had all the help needed. Thirty per cent felt they had little or none of the help needed as compared to 23 per cent in the 1964 study. The table shows that a much greater per cent did not have all the help needed, 83 per cent did not have all the help they needed. The 1969 males felt they had the most help of any other graduates, 91 per cent believed they had all or some of the help needed. There was no noticeable difference in the last year of females studied than any other year. Mr. Sobotka in the 1964 study pointed out that the lack of experience with financial affairs may have been a factor in their feeling that they had little or no help. The 1964 respondents had just graduated when the 1964 study was done. The 1969 graduates in the 1970 study had been out of school one year when the questionnaire was completed.

TABLE X

ASSISTANCE GIVEN BY THE STAFF ON LEARNING TO MANAGE
FINANCIAL AFFAIRS TO 156 GRADUATES OF SOUTHEAST
WARREN COMMUNITY HIGH SCHOOL

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	5	16	15	47	12	37
Male	4	27	7	41	6	32
Female	1	7	8	53	6	40
1967 Graduates	8	22	20	54	5	25
Male	6	27	11	50	5	25
Female	2	13	9	60	4	27
1968 Graduates	3	7	24	55	17	38
Male	2	9	13	57	8	34
Female	1	5	11	52	9	43
1969 Graduates	10	23	24	56	9	22
Male	5	24	14	67	2	9
Female	5	23	10	45	7	32
Total Male	17	21	45	54	21	25
Total Female	9	12	38	52	26	36
Grand Total	26	17	83	53	47	30
Grand Total 1961-1964 Study	41	33	56	44	29	23

Table XI depicts how much help the respondents had in learning to participate in the political processes. Forty-six per cent felt they received all the help needed while only 7 per cent believed they had little or none of the help needed. The males in the class of 1967 had a high percentage that believed they had all the help needed in political processes, 73 per cent thought they had all the help needed. The two studies were similar, but the 1964 study continued to have a higher percentage of people who thought they had all the help needed. The 1968 graduates had more people who felt they received little or none of the help needed and a much lower per cent who thought they had all or almost all of the help needed than any of the four years studied.

TABLE XI

DEGREE OF INSTRUCTION RECEIVED IN HIGH SCHOOL ON THE
PROCESS OF VOTING IN GOVERNMENT ELECTIONS AND IN THE
OPERATION OF VARIOUS LEVELS OF GOVERNMENT BY 156
GRADUATES OF SOUTHEAST WARREN COMMUNITY
HIGH SCHOOL

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	14	44	14	44	4	12
Male	8	44	6	35	3	21
Female	6	40	8	53	1	7
1967 Graduates	22	59	14	38	1	3
Male	16	73	5	23	1	4
Female	6	40	9	60	0	0
1968 Graduates	13	30	25	57	6	13
Male	7	30	12	52	4	18
Female	6	24	13	62	2	14
1969 Graduates	22	51	20	47	1	3
Male	9	43	12	57	0	0
Female	13	59	8	37	1	4
Total Male	40	48	35	42	8	10
Total Female	31	42	38	52	4	6
Grand Total	71	46	73	47	12	7
Grand Total of 1961-1964 Study	64	51	58	46	4	3

The amount of help the respondents received in understanding vital social and economic problems is shown in Table XII. The grand total of all respondents has shown that 34 per cent thought they received all the help needed in understanding current social and economic problems. This is less than the per cent that thought they received all the help they needed in the 1964 study. The 1969 graduates had the highest per cent for both males and females of any year. In the last two or three years there has been a great deal of controversy about racial issues which may have been discussed in sociology and government classes. These people may have obtained some ideas from class about the vital issues of today. The concern about racial and economic problems may not have been as great and not discussed as much by the 1966 graduates.

TABLE XII

EXTENT OF ENLIGHTENMENT OFFERED BY THE STAFF IN
 UNDERSTANDING CURRENT WORLD PROBLEMS TO 156
 GRADUATES OF SOUTHEAST WARREN
 COMMUNITY HIGH SCHOOL

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	12	31	13	40	7	29
Male	7	41	6	35	4	24
Female	5	33	7	47	3	20
1967 Graduates	15	40	20	52	2	8
Male	9	41	11	50	2	9
Female	6	40	9	60	0	0
1968 Graduates	8	14	26	60	10	26
Male	5	22	14	61	4	17
Female	3	14	12	57	6	29
1969 Graduates	18	40	24	51	1	9
Male	9	43	12	57	1	5
Female	9	41	12	54	1	5
Total Male	30	36	43	52	10	12
Total Female	23	31	40	55	10	14
Grand Total	53	34	83	53	20	13
Grand Total of 1961-1964 Study	56	44	63	50	8	6

The responses showing the amount of help they received in learning to live harmoniously with minority groups are shown in Table XIII. Of those reporting, 31 per cent stated they received all or almost all of the help they needed, but 37 per cent revealed they had received little or none of the help needed. The 1964 study disclosed the fact that 90 per cent of the respondents had received some or all the help needed. In the present study only 63 per cent received some or all the help needed. Thirty-seven per cent in the present study as compared to 10 per cent in the 1964 study are obtaining little or no help in living with minority races and religious groups. The 1969 graduates were the most satisfied with the help they were receiving. There is still a high percentage of the 1969 graduates that feel they are not prepared to live harmoniously with minority races and religious groups. One-half of the 1967 males felt they had no help.

TABLE XIII

ASSISTANCE GIVEN IN HIGH SCHOOL IN LEARNING TO LIVE
HARMONIOUSLY WITH MINORITY GROUPS TO 156 GRADUATES
OF SOUTHEAST WARREN COMMUNITY HIGH SCHOOL

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	7	22	14	44	11	34
Male	2	12	10	59	5	29
Female	5	33	4	27	6	40
1967 Graduates	11	30	9	24	17	46
Male	8	36	3	14	11	50
Female	3	20	6	40	6	40
1968 Graduates	12	27	14	32	18	41
Male	4	17	10	44	9	39
Female	8	38	4	19	9	43
1969 Graduates	18	42	13	30	12	28
Male	9	42	6	29	6	29
Female	9	41	7	32	6	27
Total Male	23	28	29	35	31	37
Total Female	25	25	21	29	27	37
Grand Total	48	31	50	52	58	37
Grand Total of 1961-1964 Study	67	53	47	37	12	10

A definite increase in the amount of help students acquired in solving everyday mathematics problems is shown in Table XIV. Of the grand total of responses, 74 per cent believed they had obtained all or almost all the help they needed. Only 7 per cent of all respondents thought little or none of the help needed had been given them. None of the 1966 males or females and none of the 1969 males thought they were given little or none of the help they needed. There was an increase of 17 per cent in total people responding over the 1964 study in regard to receiving all of the help needed in solving everyday math problems. The 1968 graduates showed the lowest percentage of all four years with 52 per cent. Generally the male respondents thought they received a higher percentage of all the help needed but in the class of 1969 the females had a higher percentage; they had 77 per cent, and the males had 71 per cent. As stated in the 1964 study, all students are required to take at least one year of mathematics for graduation therefore all students are exposed to some mathematics.

TABLE XIV

AMOUNT OF EDUCATION GIVEN BY INSTRUCTORS IN HELPING
STUDENTS TO SOLVE EVERYDAY MATH PROBLEMS AS
EVALUATED BY 156 GRADUATES OF
SOUTHEAST WARREN COMMUNITY
HIGH SCHOOL

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	29	91	3	9	0	0
Male	16	94	1	6	0	0
Female	13	87	2	13	0	0
1967 Graduates	32	86	3	8	2	6
Male	20	90	1	5	1	5
Female	12	80	2	13	1	7
1968 Graduates	23	52	15	34	6	14
Male	13	56	8	35	2	9
Female	10	48	7	33	4	19
1969 Graduates	32	74	9	21	2	5
Male	15	71	6	29	0	0
Female	17	77	3	13	2	10
Total Male	64	77	16	19	3	4
Total Female	52	71	14	19	7	10
Grand Total	116	74	30	19	10	7
Grand Total of 1961-1964 Study	72	57	49	39	5	4

Table XV reveals the response to the amount of help the graduates obtained in learning to read rapidly and well. Of all responses 45 per cent thought they had all or almost all the help they needed. Fourteen per cent thought they received little or none of the help they needed. The grand total of the 1964 study was 7 per cent less in the first response and 1 per cent greater in the last response. When comparing the present study with the 1964 study, females tended to have higher percentages than the males. Mr. Sobotka found the same results in his study. Forty-nine per cent of the female graduates obtained all or almost all the help they needed compared to 42 per cent of the male respondents. The 1967 females had the highest percentages in that 60 per cent thought they had all or almost all the help needed, none of the females reported getting little or none of the help needed. The remainder of the classes replied they had little or no help at about the same percentages. The Southeast Warren school district had a remedial reading teacher for two years, 1966 and 1967, but does not employ a remedial reading teacher at this time.

TABLE XV

QUANTITY OF ASSISTANCE PROVIDED IN THE SCHOOL ON
LEARNING TO READ RAPIDLY AND WELL TO 156
GRADUATES OF SOUTHEAST WARREN
COMMUNITY HIGH SCHOOL

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	12	38	14	44	6	18
Male	4	24	10	59	3	17
Female	8	53	4	27	3	20
1967 Graduates	20	54	14	38	3	8
Male	11	50	8	36	3	14
Female	9	60	6	40	0	0
1968 Graduates	19	43	18	41	7	16
Male	10	43	10	43	3	14
Female	9	43	8	38	4	19
1969 Graduates	20	47	18	42	5	11
Male	10	41	9	43	2	10
Female	10	45	9	41	3	14
Total Male	35	42	37	45	11	13
Total Female	36	49	27	37	10	14
Grand Total	71	45	64	41	21	14
Grand Total of 1961-1964 Study	48	38	59	47	19	15

In Table XVI 58 per cent of the respondents felt they obtained all the help they needed to enable them to write letters effectively. In looking at the total male and total female responses, there has been a definite improvement in the number of people who feel they are getting all or almost all of the help they need. The total female graduates had 70 per cent that thought they had all or almost all of the help needed compared to only 3 per cent that had little or none of the help needed. Only 4 per cent of the grand total thought they had little or none of the help needed. The female graduates consistently displayed higher percentages than did the male graduates. The females in the class of 1966 were the most satisfied. Ninety-three per cent revealed they had all the help needed and the other 7 per cent said they had some help but not all the help needed.

TABLE XVI

DEGREE OF HELP RECEIVED FROM TEACHERS ON LETTER-
 WRITING BY 156 GRADUATES OF SOUTHEAST WARREN
 COMMUNITY HIGH SCHOOL

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	22	69	9	28	1	3
Male	8	47	8	47	1	6
Female	14	93	1	7	0	0
1967 Graduates	23	62	11	29	3	8
Male	12	55	7	32	3	23
Female	11	73	4	27	0	0
1968 Graduates	23	52	20	46	1	2
Male	11	48	12	52	0	0
Female	12	57	8	39	1	4
1969 Graduates	22	52	19	44	2	4
Male	8	39	12	57	1	4
Female	14	64	7	32	1	4
Total Male	39	47	39	47	5	6
Total Female	51	70	20	27	2	3
Grand Total	90	58	59	38	7	4
Grand Total of 1961-1964 Study	52	41	66	52	8	6

Responses to how much help respondents got in learning to speak before groups of people with confidence and ease are presented in Table XVII. One of the recommendations Mr. Sobotka gave in his 1964 study was that speech be offered as a class. This was done and there has been some improvement in the number of respondents who thought they received all or almost all of the help needed. Twenty-four per cent indicated little or none of the help needed was given as compared to 21 per cent in the 1964 study. There was an increase in the number of people who had no help but many indicated help was available had they taken advantage of it. The class of 1968 was the most displeased with the help they received, 39 per cent indicated little or no help was given.

TABLE XVII

ASSISTANCE RECEIVED IN LEARNING TO SPEAK BEFORE
 GROUPS OF PEOPLE WITH CONFIDENCE AND EASE IN
 HIGH SCHOOL BY 156 GRADUATES OF
 SOUTHEAST WARREN COMMUNITY
 HIGH SCHOOL

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	11	34	16	50	5	16
Male	8	47	6	35	3	18
Female	3	20	10	67	2	13
1967 Graduates	8	22	22	59	7	19
Male	5	23	14	64	3	13
Female	3	20	8	53	4	27
1968 Graduates	11	25	16	36	17	39
Male	6	20	8	35	9	39
Female	5	24	8	35	8	38
1969 Graduates	15	35	20	47	8	18
Male	8	38	8	38	5	24
Female	7	32	12	55	3	13
Total Male	21	33	36	43	20	24
Total Female	18	25	38	52	17	23
Grand Total	45	29	74	47	37	24
Grand Total of 1961-1964 Study	24	19	75	60	27	21

Table XVIII displays the amount of help the former students acquired in understanding democracy and the democratic procedures. Of all graduates reporting, 51 per cent believed they received all or almost all of the help needed. In the 1964 study 44 per cent felt they had all the help needed. The responses of the 1967 graduates indicated they were the most pleased with the help they received, none of those graduates said they had little or none of the help needed. As was true in the 1964 study, more male respondents revealed they had all or almost all of the help needed than did the females. This table does show that only 3 per cent of those who reported are receiving little or none of the help needed, which as compared to the other tables is a very low percentage. These facts do reveal that most of the former graduates have received sufficient information on understanding democracy and the democratic procedures.

TABLE XVIII

AMOUNT OF HELP OBTAINED IN UNDERSTANDING DEMOCRACY
AND DEMOCRATIC PROCEDURES BY 156 GRADUATES OF
SOUTHEAST WARREN COMMUNITY HIGH SCHOOL

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	18	57	13	41	1	2
Male	10	59	6	36	1	5
Female	8	53	7	47	0	0
1967 Graduates	22	60	15	40	0	0
Male	13	59	9	41	0	0
Female	9	66	6	40	0	0
1968 Graduates	17	39	24	54	3	7
Male	11	48	10	43	2	9
Female	6	29	14	67	1	5
1969 Graduates	22	51	19	44	2	5
Male	11	52	10	48	0	0
Female	11	51	9	44	2	5
Total Male	45	54	35	42	3	4
Total Female	34	47	36	49	3	4
Grand Total	79	51	71	46	6	3
Grand Total of 1961-1964 Study	55	44	68	55	1	1

IV. PERSONAL SOCIAL DEVELOPMENT

The amount of help the 1966, 1967, 1968, and 1969 graduates of Southeast Warren Community High School received in their personal social development is displayed by their responses to the following questions. Each response has been tabulated according to sex and year of graduation. Also shown in the table is the grand total of responses in the 1964 study.

Response to the amount of help received in developing sound moral and spiritual values in high school is shown in Table XIX. Both studies exposed the same percentages, each having 35 per cent that felt they received all or almost all the help they needed. Although those responses reporting all help needed were the same, those with little or none of the help needed were double those in the 1964 study. Those students most displeased with the help received were the 1966 male graduates. The 1968 graduates per cents were lower than the other three classes reporting. The development of sound moral and spiritual values must be emphasized in each class. Spiritual values can not be taught in the public schools but moral values can and should be developed.

TABLE XIX

EXTENT OF HELP RECEIVED FROM FACULTY IN DEVELOPING
SOUND MORAL AND SPIRITUAL VALUES IN HIGH SCHOOL
BY 156 GRADUATES OF SOUTHEAST WARREN
COMMUNITY HIGH SCHOOL

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	11	34	12	38	9	28
Male	3	18	7	41	7	41
Female	8	53	5	33	2	14
1967 Graduates	18	49	12	32	7	19
Male	12	55	8	36	2	9
Female	6	40	4	27	5	33
1968 Graduates	11	25	20	45	13	30
Male	5	22	11	43	8	35
Female	6	29	10	48	5	23
1969 Graduates	15	35	18	42	10	23
Male	6	29	6	27	7	32
Female	9	41	6	27	7	32
Total Male	26	31	37	45	20	24
Total Female	29	40	25	34	19	26
Grand Total	55	35	62	40	39	25
Grand Total of 1961-1964 Study	44	35	66	52	16	13

Table XX depicts the amount of help the graduates received in developing good health habits while in high school. Of the grand total of graduates, 47 per cent thought they received all or almost all of the help needed as compared with 52 per cent in the 1964 study. A much higher percentage of those examined in this study felt they had little or none of the help needed than did those in the 1964 study. There was an extreme difference in the male and female respondents in the class of 1966. Eighty per cent of the females felt they had all the help needed while only 47 per cent of the males thought they had all the help needed. The 1968 graduates were the most dissatisfied with the help they received, only 30 per cent indicated they had all the help they needed. There seemed to be a consistent decrease in the number of people who thought they had all the help they needed in developing good health habits. Part of the decline in good health habits may be due to the fact that the health class was discontinued in 1966.

TABLE XX

ASSISTANCE RECEIVED FROM THE SCHOOL CONCERNING GOOD
HEALTH HABITS BY 156 GRADUATES OF SOUTHEAST
WARREN COMMUNITY HIGH SCHOOL

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	20	63	3	9	9	28
Male	8	47	2	12	7	41
Female	12	80	1	7	2	13
1967 Graduates	22	59	10	27	5	14
Male	12	55	8	36	2	9
Female	10	67	2	13	3	20
1968 Graduates	13	30	16	36	15	34
Male	7	30	9	40	9	40
Female	6	29	9	43	6	28
1969 Graduates	19	44	18	42	6	14
Male	10	48	8	38	3	14
Female	9	41	10	45	3	14
Total Male	37	45	25	30	21	25
Total Female	37	50	22	30	14	20
Grand Total	74	47	47	30	35	23
Grand Total of 1961-1964 Study	65	52	49	38	12	10

Opinions pertaining to the amount of help the respondents obtained in solving their personal fears and personal problems are given in Table XXI. A mere 20 per cent of all respondents thought they had all the help they needed as compared with 45 per cent that felt they had little or no help. The class of 1966 was the most displeased with the help they received, 65 per cent indicated little or no help was given in solving their personal fears and problems. When comparing the 1964 study and the present study, the female responses were consistently higher in all cases to receiving all or almost all the help they needed than the male responses. The females having a higher percentage is rather unique in that many female respondents commented that the school should have a woman counselor. When the 1964 study was done the school did not have a full-time counselor. Since 1966 a full-time counselor has been employed but no noticeable improvement has been made in helping the students with their personal fears and personal problems.

TABLE XXI

AMOUNT OF HELP RECEIVED FROM COUNSELOR AND STAFF IN
SOLVING PERSONAL FEARS AND PERSONAL PROBLEMS BY
156 GRADUATES OF SOUTHEAST WARREN
COMMUNITY HIGH SCHOOL

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	5	16	6	19	21	65
Male	1	5	4	24	12	71
Female	4	27	2	13	9	60
1967 Graduates	12	32	13	36	12	32
Male	7	32	7	32	8	36
Female	5	33	6	40	4	27
1968 Graduates	5	12	20	45	10	43
Male	2	9	10	43	11	48
Female	3	14	10	48	8	38
1969 Graduates	9	21	16	37	18	42
Male	4	19	8	38	9	43
Female	5	23	8	36	9	41
Total Male	14	17	29	35	40	48
Total Female	17	23	26	36	30	41
Grand Total	31	20	55	35	70	45
Grand Total in 1961-1964 Study	38	30	56	44	32	26

Table XXII depicts the amount of help the graduates received with their personal appearance and manners. The present study and the 1964 study have nearly the same percentages in regard to all or almost all of the help needed. Twenty-three per cent indicated little or no help as compared to 12 per cent in the 1964 study. The class of 1966 had significant contrast between the responses of the females and the responses of the males. Fifty-two per cent of the 1966 males felt they had little or no help with their personal appearance and manners while 60 per cent of the females felt they had all the help needed. The males in the class of 1967 thought they had all the help they needed which was 13 per cent more than the females. In the rest of the class, the females felt they had more help with their personal appearance and manners than did the males.

TABLE XXII

EXTENT OF ASSISTANCE IN LEARNING TO IMPROVE PERSONAL
APPEARANCE AND MANNERS BY 156 GRADUATES OF
SOUTHEAST WARREN COMMUNITY HIGH SCHOOL

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	14	44	7	23	11	33
Male	5	30	3	18	9	52
Female	9	60	4	27	2	13
1967 Graduates	20	54	12	32	5	14
Male	13	60	7	32	2	8
Female	7	47	5	33	3	20
1968 Graduates	18	41	14	32	12	27
Male	8	35	10	43	5	22
Female	10	48	4	19	7	33
1969 Graduates	18	42	17	40	8	18
Male	7	33	10	43	4	24
Female	11	50	7	32	4	18
Total Male	33	40	30	36	20	24
Total Female	37	51	20	27	16	22
Grand Total	70	45	50	32	36	23
Grand Total of 1961-1964 Study	56	44	56	44	14	12

The amount of help the graduates received in gaining self-confidence and emotional control is shown in Table XXIII. Of the grand total reporting, 34 per cent thought they received all or almost all the help they needed, and 23 per cent reported they had little or none of the help needed. The 1964 study revealed that 37 per cent of all those reporting had all or almost all the help they needed while only 11 per cent had little or none of the help needed. Again the present study has shown the students are not receiving as much of the help needed as the graduates of 1961 through 1964. The first response did show a consistent increase in all the help needed over the four-year period studied. The 1966 class displayed the least satisfaction in the help they received in developing self-confidence and emotional control, 37 per cent said they had little or no help.

TABLE XXIII

DEGREE OF HELP RECEIVED FROM HIGH SCHOOL IN GAINING
 SELF-CONFIDENCE AND EMOTIONAL CONTROL BY 156
 GRADUATES OF SOUTHEAST WARREN COMMUNITY
 HIGH SCHOOL

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	6	19	14	44	12	37
Male	2	12	8	47	7	41
Female	4	27	6	40	5	33
1967 Graduates	14	38	16	43	7	19
Male	10	45	9	41	3	14
Female	4	27	7	46	4	27
1968 Graduates	14	32	20	45	10	23
Male	7	31	12	52	4	17
Female	7	33	8	38	6	29
1969 Graduates	18	44	17	40	7	16
Male	9	43	8	38	4	19
Female	10	45	9	41	3	14
Total Male	28	34	37	44	18	22
Total Female	25	34	30	41	18	25
Grand Total	53	34	67	43	36	23
Grand Total of 1961-1964 Study	46	37	66	52	14	11

Responses to the amount of help the graduates received in developing any special talents they may have had are disclosed in Table XXIV. Of all respondents, 48 per cent believed they received all or almost all of the help they needed and 21 per cent thought they obtained little or none of the help needed. The 1964 study revealed that 39 per cent thought they received all the help needed and 18 per cent felt they had little or none of the help needed. The females in the 1967 class were the least satisfied, 40 per cent felt they had no help at all and only 27 per cent felt they received all the help they needed. No one class stood out as not receiving enough help or receiving all the help they needed. As in the 1964 study the Southeast Warren Community High School extracurricular program includes: an extensive sports program for both boys and girls, a vocal and instrumental music program with individual and group participation, and dramatic activities that include plays and individual speech activities. Mr. Sobotka stated that an intramural program might be initiated, and that art and music programs could be expanded. The music and art programs have been expanded, but the intramural program has not been expanded to much degree. The physical education program as a class does have a variety of activities to develop the physical talents of the students.

TABLE XXIV

AMOUNT OF HELP RECEIVED IN DEVELOPING ANY SPECIAL
TALENT (MUSIC, ART, SPORTS, WRITING) BY 156
GRADUATES OF SOUTHEAST WARREN
COMMUNITY HIGH SCHOOL

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	16	50	9	28	7	22
Male	7	41	6	35	4	24
Female	9	60	3	20	3	20
1967 Graduates	17	44	12	32	9	24
Male	13	57	7	30	3	13
Female	4	27	5	33	6	40
1968 Graduates	17	39	16	36	11	25
Male	11	48	7	30	5	22
Female	6	29	9	42	6	29
1969 Graduates	25	58	11	26	7	16
Male	10	48	8	38	3	14
Female	15	68	3	14	4	18
Total Male	41	49	28	33	15	18
Total Female	34	47	20	27	19	26
Grand Total	75	48	48	31	34	21
Grand Total of 1961-1964 Study	49	39	54	43	23	18

Table XXV discloses the amount of help the graduates received in learning to appreciate the beauty of art, music, literature, and nature. Twenty-six per cent of all the respondents felt they received all or almost all of the help they needed and 39 per cent stated they received little or none of the help needed. The 1968 graduates were the least satisfied with the help they received, only 14 per cent felt they had all the help they needed. The other three years, 1966, 1967, and 1969 replied as classes very similarly, their per cents were 31, 30, and 32, respectively. There was a slight improvement in the number of people who felt they had all the help they needed. The 1964 study revealed 23 per cent had all the help they needed and 22 per cent had little or none of the help needed. Fifty-one people reported they received little or no help in learning to appreciate art, music, literature and nature. This is saying that the school is very lax in helping the students in this area.

TABLE XXV

EXTENT OF ASSISTANCE RECEIVED IN LEARNING TO APPRECIATE
THE BEAUTY IN ART, MUSIC, LITERATURE, AND NATURE
FROM STAFF BY 156 GRADUATES OF SOUTHEAST
WARREN COMMUNITY HIGH SCHOOL

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	10	31	9	28	13	41
Male	5	30	6	35	6	35
Female	5	33	3	20	7	47
1967 Graduates	11	30	14	38	12	32
Male	5	23	11	50	6	27
Female	6	40	3	20	6	40
1968 Graduates	6	14	22	50	16	36
Male	2	9	12	52	9	39
Female	4	19	10	48	7	33
1969 Graduates	14	32	19	44	10	24
Male	6	29	9	42	6	29
Female	8	36	10	46	4	18
Total Male	18	22	38	46	27	32
Total Female	23	31	26	36	24	33
Grand Total	41	26	69	41	51	33
Grand Total of 1961-1964 Study	29	23	69	55	28	22

The amount of help the respondents received in preparing themselves for marriage and homemaking is depicted in Table XXVI. Only 21 per cent of all graduates reported getting all or almost all the help they needed while 35 per cent said they received little or none of the help needed. A mere 11 per cent of all the male graduates stated they had all or almost all the help needed and 54 per cent stated they had little or none of the help needed. The total female responses to having all or almost all the help needed was somewhat higher in that 37 per cent felt they had all of the help needed. The 1968 graduates were the least satisfied, only 9 per cent felt they had all the help they needed, and 50 per cent stated they had little or none of the help needed. Of the 1968 respondents, 75 per cent felt they received little or none of the help needed. The female percentages were consistently higher than the males. This may be due to the training they receive in home economics class.

TABLE XXVI

ASSISTANCE RECEIVED FROM THE STAFF IN PREPARING FOR
MARRIAGE AND HOMEMAKING BY 156 GRADUATES OF
SOUTHEAST WARREN COMMUNITY HIGH SCHOOL

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	8	25	14	44	10	31
Male	2	12	6	35	9	53
Female	6	40	8	53	1	9
1967 Graduates	10	27	14	38	13	25
Male	3	14	8	36	11	50
Female	7	47	6	40	2	3
1968 Graduate	4	9	18	41	22	50
Male	1	4	5	21	17	75
Female	3	14	13	62	5	24
1969 Graduate	10	23	22	51	11	26
Male	3	14	10	48	8	38
Female	7	32	12	55	3	13
Total Male	9	11	29	35	45	54
Total Female	23	32	39	53	11	25
Grand Total	32	21	68	44	56	35
Grand Total of 1961-1964 Study	33	26	58	46	35	28

Opinions concerning the amount of help received in learning to use their leisure time wisely is given in Table XXVII. Of all the responses, 24 per cent of the graduates thought they had all or almost all the help they needed and 32 per cent felt they had little or none of the help needed. The 1964 study pointed out that 38 per cent of the respondents received all or almost all the help needed, and 21 per cent felt they had little or none of the help needed. Again the table reveals that the school is not preparing the graduates as well as when the 1964 study was completed. The 1968 and the 1969 graduates seemed to be the most displeased with the help they were given. None of the 1969 males indicated they had all of the help needed and 41 per cent of the 1968 graduates related that little or none of the help needed was given them. The wise use of leisure time is becoming more and more important with the work week becoming shorter. The school can help to prepare the graduate to make good use of his leisure time.

TABLE XXVII

AMOUNT OF HELP OBTAINED FROM THE STAFF IN LEARNING TO
USE LEISURE TIME WISELY BY 156 GRADUATES OF
SOUTHEAST WARREN COMMUNITY HIGH SCHOOL

Classification	All Help Needed		Some Help		No Help	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	7	22	14	44	11	34
Male	3	18	5	29	9	53
Female	4	27	9	60	2	13
1967 Graduates	12	32	17	45	9	23
Male	8	35	10	43	5	22
Female	4	27	7	46	4	27
1968 Graduates	12	27	14	32	18	41
Male	4	17	10	44	9	39
Female	8	38	4	19	9	43
1969 Graduates	7	16	23	53	13	31
Male	0	0	11	52	10	48
Female	7	32	12	54	3	14
Total Male	15	18	36	43	33	39
Total Female	23	31	32	44	18	25
Grand Total	38	24	68	44	51	32
Grand Total of 1961-1964 Study	47	38	52	41	27	21

As stated in the 1964 study, Table XXVIII is not directly related to the subject, but merely relates how well the respondents thought their high school education prepared them for their future. Of all the respondents, 17 per cent felt the school prepared them very well and 63 per cent thought their high school education had prepared them fairly well. These percentages were lower than those of the 1964 study. In the 1964 study, 32 per cent thought their high school prepared them very well and 62 per cent thought the school had prepared them fairly well. There were 15 per cent in the present study who felt their high school had prepared them poorly and 5 per cent who thought their school had prepared them very poorly. In this section of the study the percentages of all the respondents were higher than in the 1964 study. The 1964 study revealed that six per cent thought their high school had prepared them poorly and none thought their school had prepared them very poorly. The results of this table indicate that the recent graduates of Southeast Warren Community High School are not as satisfied with how the school is preparing them for the future as were the graduates from 1961-1964.

TABLE XXVIII

TO WHAT DEGREE DO YOU THINK YOUR HIGH SCHOOL EDUCATION
PREPARED YOU FOR THE FUTURE BY 156 GRADUATES
OF SOUTHEAST WARREN COMMUNITY HIGH SCHOOL?

Classification	Very Well		Fairly Well		Poorly		Very Poorly	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	2	6	20	63	8	25	2	6
Male	2	12	9	54	4	22	2	12
Female	0	0	11	73	4	27	0	0
1967 Graduates	5	14	27	73	2	5	3	8
Male	4	18	14	63	1	5	3	14
Female	1	7	13	86	1	7	0	0
1968 Graduates	11	25	22	50	8	18	3	7
Male	6	26	13	57	3	13	1	4
Female	5	24	9	43	5	24	2	9
1969 Graduates	8	19	30	70	5	11	0	0
Male	7	33	12	57	2	10	0	0
Female	1	5	18	81	3	14	0	0
Total Male	19	23	48	58	10	12	6	7
Total Female	7	9	51	70	13	18	2	3
Grand Total	26	17	99	63	23	15	8	5
Grand Total of 1961-1964 Study	40	32	79	62	7	6	0	0

Table XXIX indicates the number of respondents that have furthered their education since graduation. Of all the responses, 54 per cent of those who reported had received education above the high school level, this was 3 per cent more than those who had furthered their education in the 1964 study. Mr. Sobotka related in the 1964 study that a higher percentage of the male respondents attended college than did the female respondents. This was also true in the present study in that 55 per cent of the males attended further schooling and 49 per cent of the females attended further schooling.

TABLE XXIX

NUMBER OF PEOPLE WHO ATTENDED A COLLEGE, TRADE SCHOOL,
BUSINESS SCHOOL, NURSES TRAINING, OR ANY OTHER
SCHOOL SINCE GRADUATION, AS INDICATED BY 156
GRADUATES OF SOUTHEAST WARREN COMMUNITY
HIGH SCHOOL

Classification	Yes		No	
	Num- ber	Per Cent	Num- ber	Per Cent
1966 Graduates	17	53	15	47
Male	10	59	7	41
Female	7	47	8	53
1967 Graduates	19	51	18	49
Male	14	64	8	36
Female	5	33	10	67
1968 Graduates	29	66	15	34
Male	15	65	8	35
Female	14	67	7	33
1969 Graduates	17	40	26	60
Male	7	33	14	67
Female	10	45	12	55
Total Male	46	55	37	45
Total Female	36	49	37	51
Grand Total	82	54	74	46
Grand Total of 1961-1964 Study	64	51	62	49

V. SUMMARY

As a means of determining how well the Southeast Warren Community High School graduates were prepared in the areas of vocational guidance, citizenship training, and personal social development, a questionnaire was devised and sent to 199 graduates of the high school. Of the questionnaires sent, 156 were completed and returned. The returned questionnaires were analyzed and the data were placed in tables. In the following section a brief summary of the data will be given.

The first eight questions pertained primarily to vocational guidance. The responses to the first eight questions were averaged together to get a picture of the over-all guidance program. Response to the amount of help the respondents received in the various areas of vocational guidance was very inconsistent. The range of the responses to receiving all or almost all the help they needed in all questions was from 12 per cent to 46 per cent. The area the graduates indicated receiving the least help in was finding a job and finding out about job openings. An average of 31 per cent indicated they received all or almost all the help they needed. The 1964 study had a total per cent similar to the present study. Thirty-two per cent indicated having all or almost all the help needed. The range in obtaining some help but not all the help needed was from 25 per cent to 46 per cent, which is somewhat more consistent than the range

for receiving all or almost all the help needed. This indicates an average of 38 per cent of the graduates received some help but not all the help needed. The 1964 study revealed that 48 per cent of the graduates received some of the help but not all of the help needed. The responses to receiving little or none of the help needed had the greatest range. The range of the responses to receiving little or none of the help needed was from 11 per cent to 61 per cent or an average of 31 per cent who felt they received little or none of the help needed. The per cent of respondents who felt they had little or none of the help needed was much greater in this study than in the 1964 study. The 1964 study had only 20 per cent of the respondents who felt little or none of the help needed was given. Of all graduates 69 per cent indicated they were not receiving all the help they needed in regard to vocational guidance.

Questions nine through eighteen were concerned with citizenship training. Responses to questions pertaining to citizenship training revealed more inconsistency than did the questions about vocational guidance. The range of responses to receiving all or almost all the help needed was from 17 per cent to 74 per cent giving an over-all average of 41 per cent. This was the only area of this study that had an over-all higher percentage than the 1964 study, where 40

per cent had all help. Eighteen per cent thought they had had little or none of the help needed compared to 13 per cent in the 1964 study. The areas the graduates displayed the highest percentages in having all or almost all the help needed were: learning to participate in political processes, solving everyday math problems, learning to write letters effectively, and understanding democracy and democratic procedures.

Data from questions nineteen to twenty-seven display the amount of help the graduates felt they received concerning the aspects of personal social development. The responses to the questions about personal social development were also inconsistent, they ranged from 21 per cent to 48 per cent for those who believed they had all or almost all the help needed. The difference in per cents for those who thought they had little or none of the help needed was 21 per cent to 45 per cent. The graduates in this study were satisfied most with the areas of: developing good health habits, improving personal appearance and manners, and learning to appreciate the beauty of art, music, literature and nature. In the remainder of the topics on personal social development 64 per cent or nearly two-thirds of the graduates felt they had not received all the help needed. Twenty-nine per cent of all respondents believed they received little or none of the help needed with respect to personal social development. In the 1964 study, of

all responses concerning personal social development, only 18 per cent felt they received little or none of the help needed. In the questions from nineteen to twenty-seven there was not a definite trend from year to year to indicate a continuing progression or regression with respect to personal social development.

The general consensus of all graduates studies was that Southeast Warren Community High School had prepared them fairly well for the future. Although the majority of graduates concluded the school had prepared them fairly well, 25 per cent or one-fourth of all responses to all questions indicated little or none of the help needed was offered. Eighty per cent of the respondents in this study acknowledged the school had prepared them very well or fairly well as compared to 94 per cent in the 1964 study who felt the school had prepared them very well or fairly well.

Chapter III has been the presentation and analyzation of the data received from the questionnaires. Chapter IV will include the summary of data presented in Chapter III, conclusions drawn from data, and recommendations to improve Southeast Warren Community High School in the areas of vocational guidance, citizenship training, and personal social development.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. STATEMENT OF THE PROBLEM

The purpose of this study was to appraise the curriculum in the selected areas to determine if the recommendations made by the 1964 study have improved the curriculum. This research, as in the 1964 study, was not a complete evaluation of the curriculum, but an appraisal of the Southeast Warren High School curriculum in the areas of vocational guidance, citizenship training, and personal social development based on a follow-up study of the 1966 through 1969 graduates.

II. PROCEDURE

In selecting the topic, a study of the field report by Elbert Sobotka was conducted. After the topic was chosen, a review of literature was performed in vocational guidance, citizenship training, and personal social development to supplement that completed by Mr. Sobotka.

The questionnaire sent was the one used by Elbert Sobotka in the study done in 1964. This questionnaire was validated by four teachers in the Southeast Warren High School. The questionnaire was sent to graduates of Southeast

Warren High School from 1966 through 1969.

After receiving the completed questionnaires, they were classified according to the year the student graduated. The answers to the questions on the questionnaire were then compiled according to sex for each year. When the data were compiled for the 1966 through 1969 period, it was then compared to the data in the 1964 study.

III. SUMMARY OF FINDINGS

The Review of Literature contained the revision of the State Laws of Iowa to update the code given in the 1964 study. The vocational guidance program studied was that of Buford Stefflre and Raymond Hatch.¹ The organization of the vocational guidance program as described by Raymond Hatch and Buford Stefflre contained the following categories: (1) inventory, (2) the information service, (3) the counseling service, (4) placement service, and (5) the follow-up service.

As a means of determining how well the Southeast Warren Community High School graduates were prepared in the areas of vocational guidance, citizenship training, and personal social development, a questionnaire was devised and

¹Raymond N. Hatch and Buford Stefflre, Administration of Guidance Services (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958), p. 302.

sent to 199 graduates of the high school. Of the questionnaires sent, 156 were completed and returned. The returned questionnaires were analyzed and the data were placed in tables. In the following section a brief summary of the data will be given.

The first eight questions pertained primarily to vocational guidance. The responses to the first eight questions were averaged together to get a picture of the over-all guidance program. Response to the amount of help the respondents received in the various areas of vocational guidance was very inconsistent. The range of the responses to receiving all or almost all the help they needed in all the questions was from 12 per cent to 46 per cent. The area the graduates indicated receiving the least help was finding a job and finding out about job openings. An average of 31 per cent indicated they received all or almost all the help needed. The 1964 study had a total per cent similar to the present study, 32 per cent indicated having all or almost all the help needed. The range in obtaining some help but not all the help needed was from 25 per cent to 46 per cent, which is somewhat more consistent than the range for receiving all or almost all the help needed. This indicates an average of 33 per cent of the graduates received some help but not all the help needed. The 1964 study revealed that

48 per cent of the graduates received some of the help but not all of the help needed. The responses to receiving little or none of the help needed had the greatest range. The range of the responses to receiving little or none of the help needed was from 11 per cent to 61 per cent or an average of 31 per cent who felt they received little or none of the help needed. The per cent of respondents who felt they had little or none of the help needed was much greater in this study than in the 1964 study. The 1964 study had only 20 per cent of the respondents who felt little or none of the help needed was given. Of all graduates 69 per cent indicated they were not receiving all the help they needed in regard to vocational guidance.

Questions nine through eighteen were concerned with citizenship training. Responses to questions pertaining to citizenship training revealed more inconsistency than did the questions about vocational guidance. The range of responses to receiving all or almost all the help needed was from 17 per cent to 74 per cent giving an over-all average of 41 per cent. This was the only area of this study that had an over-all higher percentage than the 1964 study. The areas the graduates displayed the highest percentage in having all or almost all the help needed were: learning to participate in political processes, solving everyday math

problems, learning to write letters effectively, and understanding democracy and democratic procedures.

Data from questions nineteen to twenty-seven display the amount of help the graduates felt they received concerning the aspects of personal social development. The responses to the questions about personal social development were also inconsistent, they ranged from 21 per cent to 48 per cent for those who believed they had all or almost all the help needed. The difference in per cents for those who thought they had little or none of the help needed was 21 per cent to 45 per cent. The graduates in this study were satisfied most with the areas of: developing good health habits, improving personal appearance and manners, and learning to appreciate the beauty of art, music, literature and nature. In the remainder of the topics on personal social development 64 per cent or nearly two-thirds of the graduates felt they had not received all the help needed. Twenty-nine per cent of all respondents believed they received little or none of the help needed with respect to personal social development. In the 1964 study, of all responses concerning personal social development, only 18 per cent felt they received little or none of the help needed. In the questions from nineteen to twenty-seven there was not a definite trend from year to year to indicate a continuing progression or regression with respect to personal social development.

The general consensus of all graduates studies was that Southeast Warren Community High School had prepared them fairly well for the future. Although the majority of graduates concluded the school had prepared them fairly well, 25 per cent or one-fourth of all responses to all questions indicated little or none of the help needed was offered. Eighty per cent of the respondents in this study acknowledged the school had prepared them very well or fairly well as compared to 84 per cent in the 1964 study who felt the school had prepared them very well or fairly well.

IV. CONCLUSIONS

In reviewing the data in Chapter III the following conclusions appear valid:

1. The vocational guidance program at Southeast Warren Community High School is not adequate in any of the areas studied.
2. The vocational guidance program at Southeast Warren Community High School is not preparing the students as well as the program used in 1964.
3. A complete evaluation of the Southeast Warren Community High School guidance program is needed.
4. Citizenship training at Southeast Warren Community High School is not adequate in areas of: (a) managing financial affairs, (b) understanding vital

social and economic problems (c) living harmoniously with minority races, and (d) learning to speak before groups of people with confidence and ease.

5. Personal social development at Southeast Warren Community High School is not adequate in the areas of: (a) developing sound moral and spiritual values, (b) solving personal fears and personal problems, (c) gaining self-confidence and emotional control, (d) appreciation of art, music, literature and nature, (e) preparing for marriage and home-making, and (f) learning to use leisure time wisely.

V. RECOMMENDATIONS

Vocational guidance. The following recommendations, based on the data received, seem to warrant consideration:

1. Provide for a revision of the testing program at Southeast Warren Community High School.
2. Provide an area in the school for guidance materials to supplement that of the guidance counselor. Make an effort to mark the section plainly and to keep it up to date.
3. Increase the amount of time spent in group guidance activities.

4. Approach personal and social problems through individual and group guidance at all grade levels.
5. Encourage students to utilize the counseling services.
6. Allow more time for individual interviews. Encourage teachers to send students to the guidance counselor.
7. Encourage career exploration at all levels, with particular emphasis on the ninth and tenth grade groups.
8. Have a unit in junior and senior English on applying for a job by personal interview and letter application. This could be a shared section by English and guidance departments.
9. Set aside time during the two-day pre-school workshop to explain more fully to teachers the roles and functions of the guidance service.
10. Develop a more extensive follow-up program to determine the effectiveness of the guidance program.

Citizenship training.

1. Include more money management information in general mathematics.
2. Introduce more speech in daily class work.
3. Reestablish a remedial reading program at the high school with a competent instructor in charge.

4. Prepare a unit on living harmoniously with minority races in Sociology and Government classes.

Personal social development.

1. Encourage sociology, economics, and home economics classes to provide information about marriage and homemaking.
2. Institute a hobby show in conjunction with the art fair to promote interests for the wise use of their leisure time.

As a means of maintaining an adequate vocational guidance program further studies should be devised by the guidance counselor to supplement the recommendations in this study. The guidance department must continually evaluate its program to keep up with the changing needs of the students.

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APPENDIX

SOUTHEAST WARREN COMMUNITY SCHOOLS
LIBERTY CENTER, IOWA

March 8, 1970

Dear Graduate:

I am sending the enclosed questionnaire to 205 selected graduates of the Southeast Warren Community High School for the years 1966 through 1969 to find out their opinions as to how well the curriculum of the high school prepared them for life. The information from the returned questionnaire will be compiled and used as the basis of my field report as a partial fulfillment of the requirements for the Degree Master of Science in Education.

You have been chosen as one of the selected graduates and I am asking you to please fill out the enclosed questionnaire to the best of your ability and return it in the enclosed self-addressed envelope. I would appreciate very much your prompt action in filling out and returning the questionnaire. As I am required to have a high percentage of the questionnaire returned, I am thanking you in advance for your time and effort.

If you are interested in seeing the compiled results of all the questionnaires, please indicate on the returned questionnaire and a copy of the final tabulation will be sent to you.

The information that you submit will be kept in strictest confidence and will be used only as one of the group. Under no circumstances will any information which you give be used with any reference to you.

Yours truly,

Dale Weeks

Dale Weeks

DW:cb

AN APPRAISAL OF SELECTED AREAS OF THE SOUTHEAST WARREN
COMMUNITY HIGH SCHOOL CURRICULUM INCLUDING A FOLLOW-
UP OF THE GRADUATES FROM 1961 THROUGH 1964
AND 1966 THROUGH 1969

General Information

Name _____ Age _____

Year of graduation from high school _____

Present occupation _____

Marital status: Single _____ Married _____ Divorced _____

Other _____

How many years did you attend the Southeast Warren High
School _____

QUESTIONNAIRE

PLEASE ANSWER EACH OF THE FOLLOWING QUESTIONS BY CHECKING THE
ANSWER THAT YOU FEEL BEST APPLIES.

1. While you were in high school, which program did you follow?

College preparation	()	General	()
Commercial	()	Vocational	()

2. How much help did you receive in choosing appropriate
subjects, courses, and activities in high school?

All or almost all the help I needed	()
Some help, but not all that I needed	()
Little or none of the help I needed	()

3. How much help did you receive in determining your voca-
tional aptitudes and interests?

All or almost all the help I needed	()
Some help, but not all that I needed	()
Little or none of the help I needed	()

4. How much vocational information did you receive (types of jobs, preparation needed, salaries, etc.) in high school?

All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()

5. How much information did you get on how to get and keep a job?

All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()

6. How much help did you get in deciding whether or not to go on to college or trade school after graduation?

All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()

7. How much help did you get in finding a job or in finding out about job openings?

All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()

8. How much help for determining your chosen profession did you receive?

All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()

9. How much help did you get in learning to buy wisely, "get the most for your money?"

All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()

10. How much help did you get in learning to manage financial affairs (insurance, social security, income tax, etc.)?

All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()

11. How much help did you receive in learning to participate in political processes (voting, city-state-national governments?)
- All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()
12. How much help did you receive in understanding the current vital social and economic problems, (Communism, racial issues, etc.)?
- All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()
13. How much help did you receive to help you live harmoniously with minority races and religious groups?
- All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()
14. How much help did you receive in learning to solve everyday math problems?
- All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()
15. How much help did you get in learning to read rapidly and well?
- All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()
16. How much help did you get to enable you to write letters effectively?
- All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()
17. How much help did you get in learning to speak before groups of people with confidence and ease?
- All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()

18. How much help did you get in understanding democracy and democratic procedures?

All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()

19. How much help did you get in developing sound moral and spiritual values in high school?

All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()

20. How much information about good health habits did you receive in high school?

All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()

21. How much help did you get in solving personal fears and personal problems?

All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()

22. How much help did you get in learning to improve your personal appearance and manners?

All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()

23. How much help did you receive in gaining self-confidence and emotional control?

All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()

24. How much help did you receive in developing any special talent (music, art, sports, writing, etc.) that you may have had?

All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()

25. How much help did you receive in learning to appreciate the beauty in art, music, literature, and nature?

All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()

26. How much help did you get in preparing yourself for marriage and homemaking?

All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()

27. How much help did you get in learning to use your leisure time wisely (reading, music, dancing, hobbies, etc.)?

All or almost all the help I needed ()
Some help, but not all that I needed ()
Little or none of the help I needed ()

28. On the whole, how well do you think your high school education prepared you for your future?

Very well	()	Fairly well	()
Poorly	()	Very poorly	()

29. Have you attended a college, trade school, business school, nurses training, or any other school since graduation?

Yes	()	No	()
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